



Year 9 Knowledge Organiser HT6

Knowledge is Power

Name: _____

Form: _____

Contents Page

| Subject | Page |
|------------------------------|-------------|
| English | 1 |
| Maths | 2 |
| Science | 3 |
| Spanish | 6 |
| History | 7 |
| Geography | 8 |
| PE | 10 |
| Computing | 13 |
| Art | 14 |
| Performing Arts | 15 |
| Cooking and Nutrition | 16 |
| Music | 17 |
| 'Thinking' reflection log | 18 |
| Reading log | 25 |
| Cursive Handwriting Practice | 32 |

Week 1 – Poetic Devices

| | |
|--------------------|---|
| Rhyme | Repetition of similar sounds at the end of words. |
| Enjambment | Continuation of a sentence or phrase over a line break. |
| Anaphora | the repetition of words or phrases in a group of sentences, clauses, or poetic lines. |
| Volta | A shift that marks the change of a thought or argument or tone in a poem. |
| Cyclical Structure | The poem ends in a way that connects back to the beginning. |

Week 2 – When We Two Parted

| | |
|--|--|
| The speaker unhappily addresses a former lover. He keeps his pain a secret as the relationship was an affair. | |
| The poem conveys how the persistent pain of a broken heart is similar to that of bereavement. | |
| It reflects on the inevitability of painful separation in romantic relationships. | |
| The poem may be an autobiographical account of one of Byron's affairs. It is one-sided and may unfairly portray the woman's behaviour. | |

Week 3 – When We Two Parted

| | |
|------------------------------|--|
| Pathetic fallacy | creates a melancholic tone. |
| Cyclical structure | emphasises the persistence of suffering |
| Personal pronouns | attempts to be close to his former lover. |
| Death Imagery | presents the break-up as being comparable to bereavement. |
| Consistent ABAB rhyme scheme | effect of fate and certainty that the relationship was doomed. |

Week 4 – Love's Philosophy

| | |
|--|--|
| The speaker tries to seduce his listener, emphasising that nothing in nature is single – so they shouldn't be single either. | |
| Shelley was a well-known atheist. Therefore the religious references in the poem are interpreted as an attempt to manipulate the listener. | |
| Like Byron, Shelley was a romantic poet. | |

Week 5 – Love's Philosophy

| | |
|------------------------|---|
| Personification | of nature shows the naturalness of sexual passion. |
| Religious Imagery | suggests physical love is God's will – manipulative. |
| Repetition of "kiss" – | speaker's increasing frustration. |
| Shift in Tone | from caring words ("clasp") to words with more sexual connotations. |

Week 6 – Porphyria's Lover

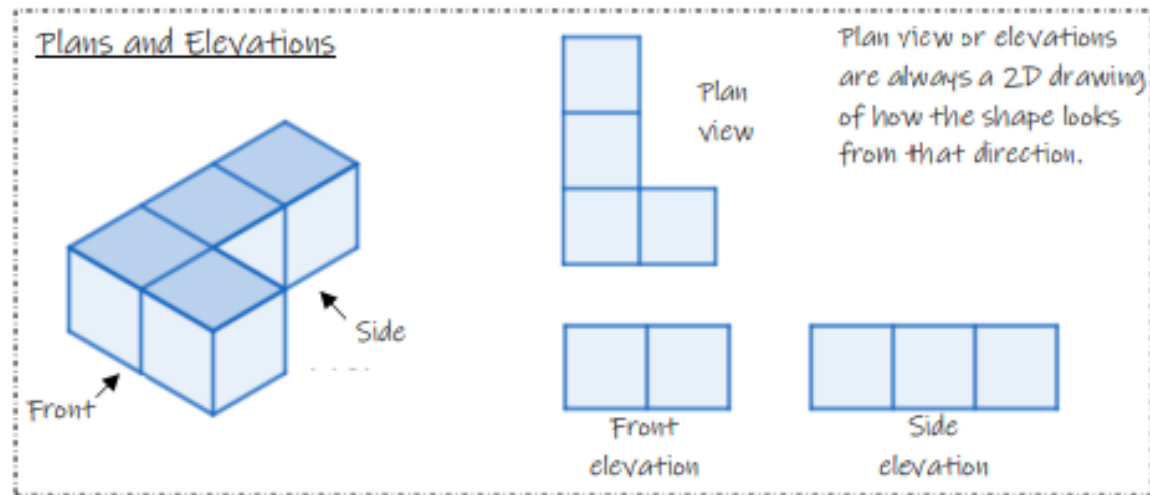
| | |
|--|--|
| The speaker describes a stormy night when he strangled his lover – Porphyria – so that she would be with him forever | |
| This poem reveals the dangers posed by possessive and obsessive love. | |
| Porphyria is a disease that can result in insanity. Browning may compare love to madness. | |
| In the Victorian period, women were supposed to be pure and innocent. But Porphyria is portrayed as seductive. | |

Week 7 – Porphyria's Lover

| | |
|--------------------|--|
| Dramatic Monologue | – narrative by one person. As we never hear Porphyria's version the speaker may be an unreliable narrator. |
| Juxtaposition | of the speaker's evil with Porphyria's trust. |
| Repetition | Shows possessiveness "That moment she was mine, mine fair". |

3D Shapes

| 3D Shapes | |
|----------------|--|
| Key Word | Definition |
| Prism | A 3D shape which has a constant cross-section |
| Cross-section | The two dimensional shape repeated throughout the prism's length |
| Plan | A plan is a scale drawing showing a 3D shape when it is looked at from above |
| Elevation | is the view of a 3D shape when it is looked at from the side or from the front |
| Volume | The amount of space taken up by a 3D shape |
| Volume formula | Area of cross section x depth |
| Surface area | Total area of all the faces on a 3D shape |
| Face | A flat surface on a 3D shape |
| Edge | Where two faces meet |
| Vertex | A corner where edges meet. The plural is vertices |



Similarity and congruence

| Key Word | Definition | Example |
|------------------|--|---------|
| Congruent Shapes | Shapes are congruent if they are identical . Same shape and same size. Shapes can be rotated or reflected but still be congruent. | |
| Similar Shapes | Similar shapes are enlargements of each other using a scale factor . All the corresponding angles in the similar shapes are equal and the corresponding lengths are in the same ratio. | |

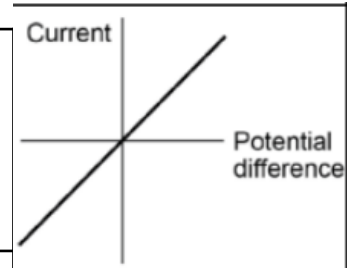
Science

| Definitions | |
|----------------------|--|
| Potential difference | The potential difference between two points in an electric circuit is the work done when a coulomb of charge passes between the points. Potential difference causes charge to flow |
| Resistance | Resistance is caused by anything that opposes the flow of electric charge. |
| Charge | Anything charged that is able to move within a circuit. Electrons or ions |

| Equations to learn | | |
|--------------------|---|---|
| $Q = I \times t$ | Charge flow = current x time | Charge flow - coulomb (C) Current – amperes (A) Time – seconds (s) |
| $V = I \times R$ | Potential difference = current x resistance | Potential difference – volts (V) Current – amperes (A) Resistance – ohms (Ω) |
| $P = V \times I$ | Power = potential difference x current | Power – watt (W) Potential difference – volts (V) Current – amperes (A) |
| $P = I^2 \times R$ | Power = current ² x resistance | Power – watt (W) Current – amperes (A) Resistance – ohms (Ω) |
| $E = P \times t$ | Energy transferred = power x time | Energy = joules (J) Power – watt (W) Time – seconds (s) |
| $E = Q \times V$ | Energy transferred = charge flow x potential difference | Energy = joules (J) Charge flow - coulomb (C) Potential difference – volts (V) |

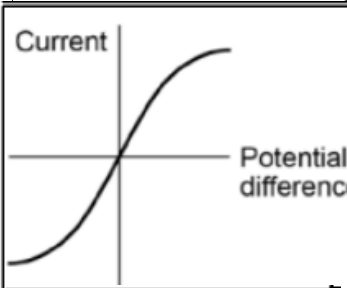
IV graph for a fixed resistor

Current and potential difference are directly proportional. Resistance is constant.



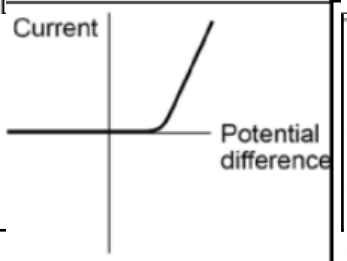
IV graph for a filament lamp

Resistance of a filament lamp is not constant. As temperature increases, resistance increases. Ions within the lamp vibrate more, increasing collisions with electron



IV graph for a diode/LED

The current through a diode flows in one direction only. The diode has a very high resistance in the reverse direction.



Circuit Symbols

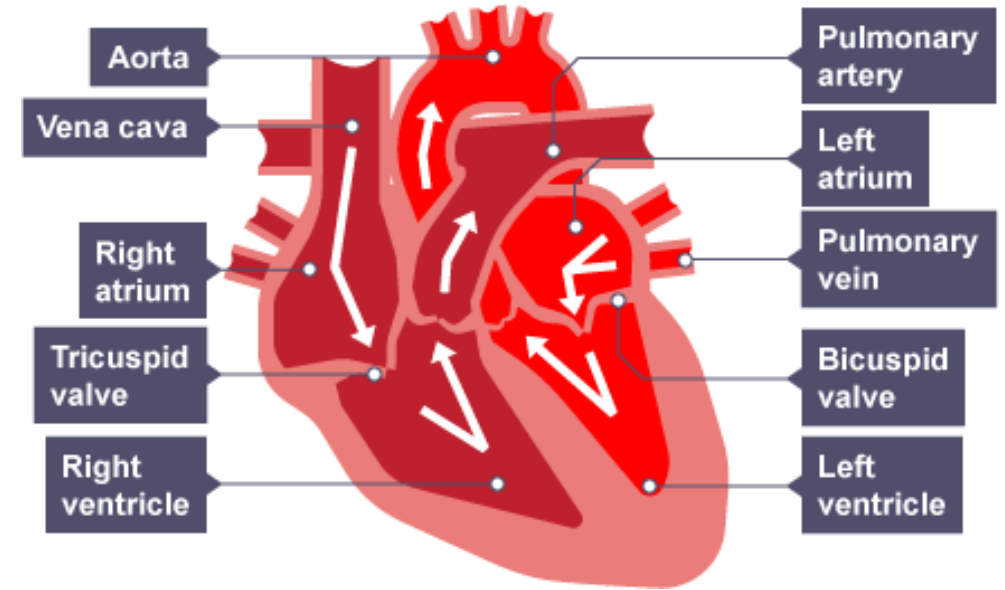
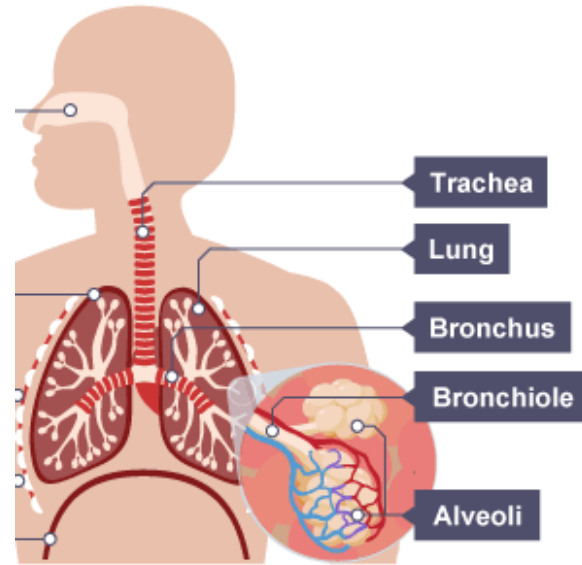
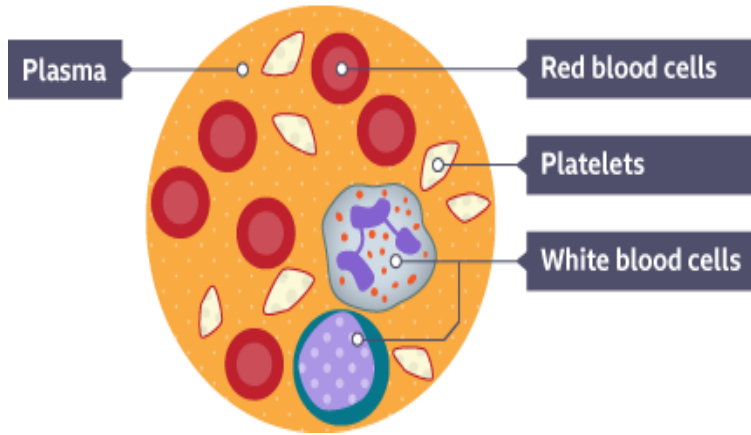
| | | | | | | | | | | |
|--|-----------------|---|--|-------------------|----|--|-----------|----|--|------------|
| | switch (open) | 5 | | diode | 9 | | lamp | 13 | | thermistor |
| | switch (closed) | 6 | | resistor | 10 | | fuse | 14 | | LDR |
| | cell | 7 | | variable resistor | 11 | | voltmeter | | | |
| | battery | 8 | | LED | 12 | | ammeter | | | |

Science

| Definitions | |
|--|---|
| Tissue | A group of cells with a similar structure and function e.g. muscle tissue |
| Organ | A group of tissues performing a specific function e.g. heart, leaf |
| Organ system | A group of organs that perform a specific function e.g. digestive system. |
| Enzyme | A biological catalyst that can speed up the rate of reaction without being used itself. Made of a large protein molecule. |
| Substrate | The chemical that fits into the active site of an enzyme. |
| Lock and key model | Only one type of substrate can fit into the active site of an enzyme, like a key fits into a lock. |
| Denatured | When the active site of an enzyme changes shape and the substrate can no longer fit in. Can be caused by pH or temperature. |
| Chemical involved in digestion you must learn: | |
| Hydrochloric acid | Acid with pH of 2 produced by the stomach. Unravels proteins. |
| Bile | Emulsifies fats (turns them into droplets to give a greater surface area). It is alkaline so neutralises acid from the stomach. Produced in liver, stored in gall bladder and is released into the small intestine. |

| Human Digestive Enzymes | | | |
|---|--|--|----------------------------|
| Learn the name. Function and where they are made and where they work: | | | |
| Enzyme | Function | Sites of production | Sites of action |
| Amylase | Breaks starch into sugars. | Salivary glands Pancreas Small intestine | Mouth Small intestine |
| Protease | Breaks proteins into amino acids. | Stomach Pancreas Small intestine | Stomach Small intestine |
| Lipase | Breaks lipids (fats) into fatty acids and glycerol. | Pancreas Small intestine | Small intestine |
| Chemical tests you should memorise: | | | |
| Biological molecule | Chemical test that is carried out: | Positive result will show: | |
| Starch | Add orange/brown iodine solution. | Colour turns to blue/black. | |
| Sugar (glucose) | Add blue Benedict's solution. Place in a boiling water bath for 5 minutes. | Colour turns green/ yellow/ orange/ brick red. | |
| Protein | Add blue Biuret solution. | Colour turns to lilac/ purple. | |
| Lipid | Add ethanol and decant into water. | Cloudy white emulsion. | |

Science



| Structures in the Heart | |
|-------------------------|--|
| Pacemaker | Group of cells in the right atrium that controls resting heart rate. |
| Right ventricle | Pumps deoxygenated blood to the lungs for gas exchange. |
| Left ventricle | Pumps oxygenated blood to the body. Thick, muscular wall. |
| Valve | Stops blood flowing the wrong way / leaking. |

| Structures in the Lungs | |
|-------------------------|---|
| Alveoli | Small sacs where gas exchange occurs. Surrounded by capillaries. Oxygen moves from the alveoli into the capillaries, carbon dioxide moves from the capillaries into the alveoli |
| Trachea and Bronchi | Tubes through which gases move. Lined with cartilage so they don't collapse. |

| Heart Disease | |
|------------------------|---|
| Coronary Heart Disease | Build up of fatty material in coronary arteries. Can lead to a blood clot and a heart attack. |
| Stent | Wire mesh that opens up a blocked artery |
| Statin | Drug that reduces cholesterol |

| Components of the Blood | |
|-------------------------|--|
| Plasma | Liquid part of the blood. Transports blood cells as well as carbon dioxide, proteins, glucose, hormones and urea. |
| Red Blood Cells | Carries oxygen. Packed with haemoglobin, a protein that binds to oxygen. No nucleus to create extra space for haemoglobin. Biconcave shape to give a large surface area. |
| White Blood Cells | Destroy pathogens. Some can produce antibodies. |
| Platelets | Cell fragments that help to clot wounds. |

Spanish

| Spanish | English |
|-------------|--------------|
| Celebrar | To celebrate |
| Navidad | Christmas |
| cumpleaños | Birthday |
| celebración | Celebration |
| boda | Wedding |
| matrimonio | Matimony |
| fiesta | Party |
| aniversario | Anniversary |
| asistir | To attend |
| Bailar | To dance |
| Cantar | To sing |
| Invitar | To invite |
| Recibir | To receive |
| Vestirse | To dress |
| Regalos | Gifts |
| Un traje | A suit |
| Un vestido | A dress |

| Spanish | English |
|--------------|------------------|
| Enhorabuena! | Congratulations! |
| especial | Special |
| calle | Street |
| decoran | They decorate |
| preparan | They prepare |
| globo | Balloon |
| pastel | Cake |
| vela | Candle |
| banda | Music group |
| canción | Song |
| comida | Food |
| invitado | Invite |
| música | Music |
| desfile | Parade |
| animado | lively |
| Cultural | Cultural |
| histórico | historic |
| nacional | National |
| Se celebra | It is celebrated |

| Spanish | English |
|----------------|------------------|
| Día de Muertos | Day of the Dead |
| Día de Reyes | Day of the Kings |
| Nochebuena | Christmas Eve |
| Semana Santa | Easter week |
| Tomatina | Tomato festival |
| Las Fallas | Las fallas day |
| San Fermín | Saint Fermín day |
| católico | Catholic |
| cristiano | Christian |
| judío | jewish |
| musulmán | muslim |
| religioso | religious |
| ¿qué? | What? |
| ¿quién? | Who? |
| ¿cuándo? | When? |
| ¿A qué hora? | At what time? |
| ¿por qué? | Why? |
| ¿cómo? | How? |

History

Key Individuals

| | |
|----------------------------------|--|
| Elizabeth I | Last Tudor Queen of England 1558-1603. Protestant. |
| Henry VIII | Elizabeth's father. He changed the religion of the country from Catholic to Protestant during the English Reformation in 1533. |
| Anne Boleyn | Elizabeth's mother and Henry's second wife. She was beheaded by Henry. |
| Mary I | Elizabeth's Catholic sister. She was the ruler before Elizabeth and had been unpopular. |
| Sir William Cecil | Secretary of State and person in government closest to Elizabeth. |
| Robert Dudley, Earl of Leicester | One of Elizabeth's favorites at Court. Possible suitor. |
| Thomas Howard Duke of Norfolk | England's most senior protestant nobleman. Close links to northern Catholic families. Disliked Cecil and Dudley. |
| Robert Devereux, Earl of Essex | Courtier and royal favourite in the court of Elizabeth I. Led rebellion against Elizabeth in 1601 and was executed. |
| Phillip II of Spain | King of Spain. Was married to Queen Mary I until her death. He proposed marriage to Elizabeth |
| Mary, Queen of Scots | Elizabeth's second cousin. Catholic with a strong claim to the English throne. |

Key Terms

| | |
|--------------------|--|
| Inherit | To gain possessions after someone has died. |
| Treason | An attempt to kill or overthrow the Monarch or betray the country; punishable by death. |
| Royal Court | The nobles, advisors and others who surrounded the Monarch. |
| Nobility | The most respected members of society; they were given special rights and privileges and owned most of the land. |
| Secretary of State | The leader of the Privy Council; a very powerful position. |
| Militia | A non-professional army raised to defeat a rebellion or fight a war. |
| Privy Council | A Monarch's private councillors. |
| Gentry | High social class ranked below the nobility; they might be local JPs or hold similar office. |
| Patronage | Land, titles or power given to ensure an individual's support. |
| Mass | A Catholic church service. |
| Monopoly | The exclusive right to trade in a particular product. |
| Ruff | An item of clothing worn around the neck. |
| Succeed | To take over the throne. |
| Exile | Being sent to live in another country that is not your own. |

| Key Word | Definition |
|-------------------------------|---|
| Aid | when a country or non-governmental organization (NGO) donates resources to another country to help it develop or improve people's lives |
| Birth rate | the number of births a year per 1000 of the total population |
| Death rate | the number of deaths in a year per 1000 of the total population |
| Debt crisis | when a country cannot pay its debts, often leading to calls to other countries for assistance |
| Debt relief | cancellation of debts to a country by a global organisation such as the World Bank |
| Dependency ratio | the proportion of people below (aged 0-14) and above (over 65) normal working age |
| Development | the progress of a country in terms of economic growth, the use of technology and human welfare |
| Development gap | difference in standards of living and wellbeing between the world's richest and poorest countries |
| Displaced person | a person who is forced to move from home but stays in his/her country of origin |
| Economic migrant | a person who moves voluntarily to seek a better life, such as a better-paid job or benefits like education and health care |
| Ecotourism | nature tourism usually involving small groups with minimal impact on the environment |
| Fairtrade | producers in LICs given a better price for their goods such as cocoa, coffee and cotton |
| Free trade | when countries do not use tariffs or quotas to restrict trade |
| Gross National Income (GNI) | measurement of economic activity calculated by dividing the gross (total) national income by the size of the population |
| Human Development Index (HDI) | a method of measuring development where GDP per capita, life expectancy and adult literacy are combined to give an overview |
| Immigration | the migration of people in to a country |
| Infant mortality rate | the number of babies that die under a year of age, per 1000 live births |
| Infrastructure | the basic equipment and structures (such as roads, utilities, water supply and sewage) that are needed for a country or region to function properly |
| Intermediate technology | simple, easily learned and maintained technology used in LICs for a range of economic activities |

| | |
|--------------------------------|--|
| Life expectancy | the average number of years a person is expected to live. |
| Microfinance loans | very small loans which are given to people in the LICs to help them start a small business |
| Migration | when people move from one area to another; in many LICs people move from rural to urban areas (rural–urban migration) |
| Multiplier effect | a series of consequences where one development makes another one possible, such as an increase in money available |
| Newly-Emerging Economies (NEE) | countries that have begun to experience high rates of economic development, usually along with rapid industrialisation |
| Population pyramid | a graph showing the age and sex of a population |
| Population structure | the number of each sex in each age group, usually displayed in a population pyramid diagram |
| Primary products | unprocessed raw materials extracted from the earth or agricultural products |
| Quality of life | how good a person's life measured by such things of housing and environment, access to education, healthcare, how secure people feel and how happy they are with their lifestyle |
| Sustainability | actions that meet the needs of the present without reducing the ability of future generations to meet their needs |
| Standard of living | the level of wealth, comfort, material goods and necessities available to a certain group of people in a certain geographic area |
| Tariff | taxes or customs dues paid on imports |
| Tourism | the commercial organisation of attracting non-resident people to areas of interest |
| Trade | buying and selling of goods and services between countries |
| Trading group | countries which have grouped together to increase trade between them by cutting tariffs to discourage trade with non-members |

Methods of training

| | | | |
|-----------------------------------|--|---|--|
| <p>Continuous training -</p> | <p>Involves a steady but regular pace at a moderate intensity (aerobic) which should last for at least 20 minutes. i.e. running, walking, swimming, rowing or cycling. Used by a marathon runner.</p> | <p>Advantages</p> <ul style="list-style-type: none"> • Ideal for beginners • Highly effective for long distance athletes | <p>Disadvantages</p> <ul style="list-style-type: none"> • Can be extremely boring as repetitive |
| <p>Fartlek training</p> | <p>Referred to as 'speed play' This is a form interval training but without rest. Involves a variety of changing intensities over different distances and terrains. i.e. 1 lap at 50% max, 1 lap walking, 1 lap at 80% (aerobic and anaerobic used) Used by games players – Hockey players</p> | <p>Advantages</p> <ul style="list-style-type: none"> • More enjoyable than interval and continuous training • Good for sports which require changes in speed • Easily adapted to suit the individuals level of fitness and sport. | <p>Disadvantages</p> <ul style="list-style-type: none"> • Performer must be well motivated particularly when intensity is high • Difficult to assess whether performer is performing at the correct intensity |
| <p>Weight/Resistance training</p> | <p>A form of training that uses progressive resistance against a muscle group. Used by cyclists. Muscular strength: High weight x low repetitions. Muscular endurance: Low weight x high repetitions</p> | <p>Advantages</p> <ul style="list-style-type: none"> • Variety of equipment to prevent boredom • Strengthens the whole body or the muscle groups targeted. • Can be adapted easily to suit different sports | <p>Disadvantages</p> <ul style="list-style-type: none"> • Requires expensive equipment • If exercises are not completed with the correct technique it can cause injury to the performer |
| <p>Interval training</p> | <p>Involves periods of work followed by periods of rest. i.e. <i>Sprint for 20 metre + walk back to start</i>. Used by a 200m sprinter</p> | <p>Advantages</p> <ul style="list-style-type: none"> • Quick and easy to set up. • Can mix aerobic and anaerobic exercise which replicates team games. | <p>Disadvantages</p> <ul style="list-style-type: none"> • It can be hard to keep going when you start to fatigue (high motivation and self discipline needed) • Over training can occur if sufficient rest is not allowed between sessions (48 hours) |
| <p>Plyometric training</p> | <p>Involves high-impact exercises that develop power. i.e. <i>bounding/hopping, squat jumps</i>. Used by long jumpers, 100 m sprinters or basketball players.</p> | <p>Advantages</p> <ul style="list-style-type: none"> • Quick and easy to set up • Easy to complete with large groups • Can be adjusted to be made specific for certain sports. i.e. <i>netball specific circuit</i> | <p>Disadvantages</p> <ul style="list-style-type: none"> • Technique can be affected by fatigue and can increase risk of injury • Must have motivation and drive to complete the set amount of repetitions and sets. |
| <p>Circuit training</p> | <p>A series of exercises completed one after another. Each exercise is called a station. Each station should work a different area of the body to avoid fatigue. i.e. <i>press ups, sit ups, squats, shuttle runs</i>.</p> | | |

Health and Fitness

| | |
|--|---|
| Muscular Strength | The amount of the force muscles can generate against a resistance |
| Muscular Endurance | The ability to use voluntary muscles, over long periods of time without getting tired |
| Flexibility | The range of movement at a joint |
| Cardiovascular Fitness (Aerobic Endurance) | The ability of the heart and circulatory system to meet the demands of the body for a long period of time |
| Body composition | The percentage of a body that is fat, muscle, bone and water |
| Coordination | The ability to move two or more body parts at the same time |
| Reaction Time | The time taken for a response to occur after a stimulus |
| Agility | The ability to change direction at speed |
| Balance | The ability to keep the body steady when in a static position or when moving |
| Speed | The time taken to cover a set distance/complete a movement |
| Power | The ability to combine speed and strength |

Principles of training

| | |
|----------------------|---|
| Progressive Overload | Working the body harder than normal/gradually increasing the amount of exercise you do |
| Reversibility | If training is not regular, adaptations will be reversed. This can happen when suffering from illness, injury or after an off season |
| Specificity | Training should be matched to the requirements of the sport or position the performer is in. Training must be specifically designed to develop the right muscles, type of fitness or skills |
| Individual needs | All PEP's would differ depending on performers goals/target, strengths /weaknesses, age/gender and current health/fitness levels |
| Overtraining | Occurs when you train too hard and do not allow the body enough rest/recovery time Signs include extended muscle soreness, frequent illness & increase injuries |

Muscular system - Antagonistic pairs

Tendons connect muscle to bone and ligaments connect bone to bone. Voluntary muscles allow for movement as they produce a force which causes the attached bones to move in a specific direction. Muscles which are attached via tendons work together to create this.

| | |
|--------------------|--|
| Antagonistic pairs | Is where two muscles work together to create movement. There are two main categories that outline how these muscles work together; agonist and the antagonist. |
| Agonist | Is the also known as the prime mover. This is the muscle that contracts and causes the movement. |
| Antagonist | This is the opposite muscle that relaxes and in most cases lengthens as the movement occurs. |

Muscular system – Muscle fibre types

All skeletal muscle contains a mixture of Slow Twitch and Fast Twitch muscle fibres- this is based on their speed of contraction. There are 3 types of muscle fibre.

| | |
|---------------------------|--|
| Fast Twitch | Is broken down into two types; Type 2 x & Type 2 b. |
| Fast twitch - Type 2 x/2b | Produces highest force, fast contracting, Low endurance, good for short distances – Sprint start |
| Type 2a | Produce high force, moderate speed of contraction, medium endurance, more resistant to fatigue, Sprinting over longer distances. |
| Slow Twitch | They contract slowly and with less force. Provide a low speed of contraction, high endurance, can keep going, don't produce much power. These fibres have a rich blood (and oxygen) supply. This makes them red in colour. They are slower to fatigue, and so are used for more endurance events e.g. long distance swimming/ running. |

Computing

| Programming | |
|-------------|---|
| Algorithm | A set of instructions or code used to solve a problem. |
| Syntax | The rules of the programming language that need to be followed in order for it to work. |
| Variables | Data that is stored in memory that is likely to change. |
| Program | Code compiled together to perform a specific function. |
| Print | A function used to print the desired message on a device's screen in a string format |
| Input | The information entered into a computer system |
| Output | What is produced by a computer after it has processed information |
| Data types | |
| String | A Variable data type that can store a combination of letters, characters and numbers. |
| Integer | A Variable data type that can store whole numbers. |
| Float | A Variable data type that can store decimal numbers. |
| Boolean | A Variable data type that stores either TRUE or FALSE. |

| Graphics | |
|-------------|--|
| Vector | is the use of polygons to represent images |
| Bitmap | is the use of pixels to represent images |
| Coordinates | is the group of numbers used to indicate the position of a point or line |
| Pixel | is the smallest unit of programmable color in a bitmap image |
| Resolution | is the amount of pixels per inch |
| Scalable | able to be changed in size without losing quality |
| DPI | dots per inch- a measure of printing resolution |
| Gradient | is a gradual change from one colour to another |
| Saturation | is the intensity of colour in a bitmap image |
| Brightness | is the brightness of light in a bitmap image |
| Contrast | is the amount of difference between light and dark tones |
| Layer | Images or effects overlaid on top of one another |

| Key Word | Definition |
|-------------------------|---|
| Balance | The arrangement of the elements in a work of art which create a sense of equilibrium. Balance is a principle of art |
| Collage | An artwork made of paper, picture, fabric or other materials that have been glued to a flat surface |
| Continuous Line Drawing | is a type of line drawing where the drawing implement is not taking off the page until the drawing is complete. It is often a fast paced way of working resulting in fluid mark making. |
| Cross Hatching | is a drawing technique where sets of parallel lines are placed over each other to create different tones/values. |
| Frottage | is the technique of taking a rubbing from a textured surface to create an artwork or parts of an artwork. |
| Media | A type of art material e.g. watercolour, charcoal, pastels. |

Performing Arts

| Acting Skills | |
|--------------------|--|
| Accepting Ideas | Responding positively to another performer's suggestion for a line of dialogue or action within the drama. Allowing the drama to flow. |
| Body Language | How a performer uses their posture and positioning to display how a character behaves or feels. |
| Characterisation | Physical and vocal skills that are used to portray a role |
| Blocking Ideas | Not allowing the drama to flow or be added to. |
| Stimulus | A thing that acts as a starting point. In drama it could be a word, phrase, music or script. |
| Style | The genre or type of improvisation that is being created. |
| Facial Expressions | The different moods and emotions of a character shown facially |
| Gesture | The hand movements made by the actor to accompany emotions or language. |
| Dialogue | The words or speech that a character says |

Improvisation and Live Theatre Evaluation

| | |
|--------------------------|---|
| Improvisation | To perform quickly in response to something, without previous planning. |
| Off Stage | The area 'back stage' where the audience can't see the actors |
| Multi-role | When an actor plays more than one role |
| Plot | The storyline of a piece of drama. |
| Tableaux | A 'frozen picture' that tells a story. Costume and props are needed, and physicality used to show emotion. |
| Language Register | The level of formality with which you speak. Different people and situations call for different registers. For example talking to a teacher and your friends. |
| Listening and Responding | Vital skills when improvising. You listen to your group members, respond and work together with them. |
| Corpsing | Laughing due to embarrassment, or becoming distracted, whilst playing a role. The biggest "CRIME" in acting. |
| Action Narration | Actors respond to a narrator, by acting out what they are describing to their audience. |

Cooking and Nutrition

| Key Word | Definition |
|---------------------|---|
| Sauce | A well flavoured liquid which has been thickened |
| Reduction | Simmering a liquid over heat until it thickens |
| Simmer | To cook food in a liquid that is just below boiling point, where the water is bubbling gently but not boiling |
| Cross contamination | Transfer of bacteria from one person, object or place to another |
| Eatwell Guide | A pictorial food guide showing the amounts and types of foods that are needed to make up a healthy balanced diet |
| Claw grip | A method of cutting food that ensures that the finger tips are tucked out of the way and will not get caught by the knife |
| Food poisoning | An illness caused by eating contaminated food |
| En papillote | When food is placed in a paper bag made with greaseproof or baking paper and baked in the oven |
| Recipe Amendment | Changing or altering a recipe e.g. changing some ingredients and/ or cooking methods |
| Seasonality | Foods that grow at certain times of the year and are dependent on the seasons for the correct weather and temperature required for growth |
| Ramadan | The month of fasting that is set by the Muslim calendar |
| Diwali | A Hindu feast that takes place in October or November |
| Kosher food | Food that is specified for a Jewish Diet |
| Vegan | Someone who does not eat meat or fish, or any animal products |

Music

| Key Word | Definition |
|-------------------|--|
| Call and response | one phrase in sung/played and an answering phrase completes the musical idea. |
| Verse and chorus | Also called verse and refrain, this is a musical vocal form in which a number of verses are each followed by the same chorus. |
| Hook | The memorable, “catchy” part of the song, usually in the chorus and often containing the title of the song. |
| Modulation | A change of key |
| Metre | the way the beat is organised, often into two, three or four beats per bar. |
| Beat | The regular, underlying pulse in the music. |
| Rhythm | Patterns of long and short note durations. |
| Harmony | The combination of two or more notes heard together, usually in chords. |
| Major triad | A three-note chord using the 1st, 3rd and 5th notes of the major scale. |
| Minor triad | A three-note chord using the 1st, 3rd and 5th note of the minor scale. |
| Chord | Two or more notes, heard simultaneously or close together, that create the harmonic basis of a piece or song, often built on triads. |

| Note | European Name | American Name | Value |
|---|---------------|----------------|---------|
|  | Semibreve | Whole Note | 4 beats |
|  | Minim | Half Note | 2 beats |
|  | Crotchet | Quarter Note | 1 beat |
|  | Quaver | Eighth Note | ½ beat |
|  | Semiquaver | Sixteenth Note | ¼ beat |



W/c 3rd June

Thinking definition: *Thinking is making connections, reasoning and asking questions to make the learning stick*

| Reflecting on learning behaviours for thinking... | Experience log | | |
|--|----------------------|---|------------|
| | Successful moment... | In hindsight... <i>Where you could have done better on reflection?</i> | At home... |
| I gave an idea and reasoned/justified. | | | |
| I reflected on my idea and made it better after discussing with others | | | |
| I used a revision strategy to help make the learning stick. | | | |
| I made connections between what I am learning and the outside world. | | | |
| I asked questions to deepen my understanding. | | | |

W/c 10th June

Thinking definition: *Thinking is making connections, reasoning and asking questions to make the learning stick*

| Reflecting on learning behaviours for thinking... | Experience log | | |
|--|----------------------|---|------------|
| | Successful moment... | In hindsight... <i>Where you could have done better on reflection?</i> | At home... |
| I gave an idea and reasoned/justified. | | | |
| I reflected on my idea and made it better after discussing with others | | | |
| I used a revision strategy to help make the learning stick. | | | |
| I made connections between what I am learning and the outside world. | | | |
| I asked questions to deepen my understanding. | | | |

W/c 17th June

Thinking definition: *Thinking is making connections, reasoning and asking questions to make the learning stick*

| Reflecting on learning behaviours for thinking... | Experience log | | |
|--|----------------------|---|------------|
| | Successful moment... | In hindsight... <i>Where you could have done better on reflection?</i> | At home... |
| I gave an idea and reasoned/justified. | | | |
| I reflected on my idea and made it better after discussing with others | | | |
| I used a revision strategy to help make the learning stick. | | | |
| I made connections between what I am learning and the outside world. | | | |
| I asked questions to deepen my understanding. | | | |

W/c 24th June

Thinking definition: *Thinking is making connections, reasoning and asking questions to make the learning stick*

| Reflecting on learning behaviours for thinking... | Experience log | | |
|--|----------------------|---|------------|
| | Successful moment... | In hindsight... <i>Where you could have done better on reflection?</i> | At home... |
| I gave an idea and reasoned/justified. | | | |
| I reflected on my idea and made it better after discussing with others | | | |
| I used a revision strategy to help make the learning stick. | | | |
| I made connections between what I am learning and the outside world. | | | |
| I asked questions to deepen my understanding. | | | |

W/c 1st July

Thinking definition: *Thinking is making connections, reasoning and asking questions to make the learning stick*

| Reflecting on learning behaviours for thinking... | Experience log | | |
|--|----------------------|---|------------|
| | Successful moment... | In hindsight... <i>Where you could have done better on reflection?</i> | At home... |
| I gave an idea and reasoned/justified. | | | |
| I reflected on my idea and made it better after discussing with others | | | |
| I used a revision strategy to help make the learning stick. | | | |
| I made connections between what I am learning and the outside world. | | | |
| I asked questions to deepen my understanding. | | | |

W/c 8th July

Thinking definition: *Thinking is making connections, reasoning and asking questions to make the learning stick*

| Reflecting on learning behaviours for thinking... | Experience log | | |
|--|----------------------|---|------------|
| | Successful moment... | In hindsight... <i>Where you could have done better on reflection?</i> | At home... |
| I gave an idea and reasoned/justified. | | | |
| I reflected on my idea and made it better after discussing with others | | | |
| I used a revision strategy to help make the learning stick. | | | |
| I made connections between what I am learning and the outside world. | | | |
| I asked questions to deepen my understanding. | | | |

W/c 15th July

Thinking definition: *Thinking is making connections, reasoning and asking questions to make the learning stick*

| Reflecting on learning behaviours for thinking... | Experience log | | |
|--|----------------------|---|------------|
| | Successful moment... | In hindsight... <i>Where you could have done better on reflection?</i> | At home... |
| I gave an idea and reasoned/justified. | | | |
| I reflected on my idea and made it better after discussing with others | | | |
| I used a revision strategy to help make the learning stick. | | | |
| I made connections between what I am learning and the outside world. | | | |
| I asked questions to deepen my understanding. | | | |

Reading Log w/c 3rd June (20 mins reading per day – all five logs MUST be completed)

| Date | Title of novel | Number of pages read | Summary about what I have read |
|------|----------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |

Checked by
 form tutor:

Reading Log w/c 10th June (20 mins reading per day – all five logs MUST be completed)

| Date | Title of novel | Number of pages read | Summary about what I have read |
|------|----------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |

Checked by
 form tutor:

Reading Log w/c 17th June (20 mins reading per day – all five logs MUST be completed)

| Date | Title of novel | Number of pages read | Summary about what I have read |
|------|----------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |

Checked by
 form tutor:

Reading Log w/c 24th June (20 mins reading per day – all five logs MUST be completed)

| Date | Title of novel | Number of pages read | Summary about what I have read |
|------|----------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |

Checked by
 form tutor:

Reading Log w/c 1st July (20 mins reading per day – all five logs MUST be completed)

| Date | Title of novel | Number of pages read | Summary about what I have read |
|------|----------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |

Checked by
 form tutor:

Reading Log w/c 8th July (20 mins reading per day – all five logs MUST be completed)

| Date | Title of novel | Number of pages read | Summary about what I have read |
|------|----------------|----------------------|---|
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |
| | | | <ul style="list-style-type: none"> • • • |

Checked by
 form tutor:

Reading Log w/c 15th July (20 mins reading per day – all five logs MUST be completed)

| Date | Title of novel | Number of pages read | Summary about what I have read |
|-------------|-----------------------|-----------------------------|---------------------------------------|
| | | | • • • |
| | | | • • • |
| | | | • • • |
| | | | • • • |
| | | | • • • |

Checked by
form tutor:

Cursive handwriting is better
known as joined up
handwriting. In cursive
handwriting, characters are
written joined together in a
flowing manner. Research shows
this style makes oral writing
faster which is really important
in examinations when time is
of the essence. It's therefore very
important that we practice this
skill.

Cursive handwriting is better

known as joined up

handwriting. In cursive

handwriting, characters are

written joined together in a

flowing manner. Research

shows this style makes one's

writing faster which is really

important in examinations

when time is of the essence.

It's therefore very important

that we practice this skill.

Reading does more than
just help us to learn about
ours own personalities. It's
good for our health, too.

Studies show that it can
increase our emotional
intelligence as we
understand a range of
perspectives and
motivations.

There is some evidence
that mental

stimulation is one of

the factors that can

delay the onset of

dementia and reading

is among the activities
that can help to keep

the brain active. It is
far from a passive

pastime. When we read
we create mental

Quitting social media for

one week alone increased

people's moods. Those who

eliminated social media for

a week found their

contentment levels rose

from 7.12 out of 10 to

8.12 out of 10, whereas

those who continued to use

it had their happiness levels

decrease.

Children should have no
more than 24g of sugar a
day (6 sugar cubes).

According to a study,
children are eating about
eight extra sugar cubes a
day or 2,920 cubes too
many each per year.

In the short-term, eating
too much sugar may

contribute to acne, weight gain, tooth decay and tiredness. In the long-term, too much sugar increases the risk of chronic diseases, such as type 2 diabetes and heart disease.

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.